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ABSTRACT

This health education guide for grade three is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

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1983

health: grade three

interim guide

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social-emotional well-being

SOCIAL-EMOTIONAL WELL-BEING

SUB-GOAL: To enhance self-awareness and increase skills that promote personal development and successful relationships.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Personal Development Students should be able to:		
1.1 Identify ways to promote a positive self-concept.	Make an "all about me" collection that reflects personal accomplishments and interests.	Children should be encouraged to feel good about themselves. A special corner in the class should be set up to display each child's collection for a week during the year. The collection could include baby photos, hobbies, awards, badges, memberships, and a place for the child's name. A time to discuss each collection should be set aside once a week.
	Make a list of words that describe a person who feels good about him- or herself.	Examples to suggest: proud, delighted, happy, important, capable, special, successful, confident
	Using the letters of one's name, describe personal characteristics, likes, and/or interests.	Name: M (mild manners O (orange sherbert lover L (loveable L (likeable Y (yuk is a favorite word
	Trace a body outline and mark on it major body organs: write personal characteristics or attributes about oneself on the outline.	Have children write sentences or words inside body organs to describe: Brain - things you like to think about Heart - things and people you love or like Stomach - favorite foods

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr><td></td><td></td><td><u>Hands</u> - things you can do for yourself
<u>Feet</u> - places you like to visit</td></tr>
<tr><td>1.2 Identify ways that the family assists its members to grow and develop.</td><td>Discuss how family members help each other.</td><td>With children's help, make a chart on the blackboard. For example:
<table><tr><th>Family Member Who Provides Help</th><th>Helpful Action</th><th>Family Member Who Receives Help</th></tr><tr><td>father</td><td>teaches how to ride a bike</td><td>daughter</td></tr></table>Some reasons why family members should work together include the promotion of harmony, a sense of belonging, success and the provision of opportunities for developmental tasks to be realized.</td></tr>
<tr><td>2.0 <u>Relationships</u>

Students should be able to:</td><td></td><td></td></tr>
<tr><td>2.1 Recognize that there are acceptable and unacceptable ways of expressing emotions.</td><td>Given a situation, role play different ways of expressing emotions, comparing unacceptable and acceptable behavior.</td><td>Situations to suggest:

. a new student arrives
. a friend moves away
. a friend tells a fib
. two friends argue</td></tr>
</table>

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. one child teases another . friends go on a picnic . a student does careless school work . a child works hard raking the lawn . a friend tattles on another . a friend won't share Discuss the consequences of acceptable and unacceptable behavior for each situation.
	Role play simple courtesies and manners.	Examples to suggest are: . borrowing from a friend . returning something . giving and receiving a compliment . going to a party
	Discuss and make a bulletin board illustrating positive "Ways to Let Off Steam."	Review the consequences of expressing emotions unacceptably. Suggest alternate ways of releasing emotions that will not hurt someone or cause property damage. For example: hitting a pillow, crying, talking over the problem, going for a walk, listening to music, taking the dog for a run
	Listen to or sing songs about feelings. Complete sentence stems about feelings.	

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr>
<td>2.2 Recognize the importance of friends and groups.</td>
<td>List a variety of groups to which children may belong and discuss why it is important to belong to a group.

Discuss activities that children enjoy doing alone and with others.</td>
<td>Examples of groups that children are members of are: family, classroom, school, Cubs, Brownies, Guides, 4H, church, community club groups

With the children's help, make a chart:

<table>
<tr><th colspan="2">Activities I Enjoy</th></tr>
<tr><th>By Myself</th><th>With Others</th></tr>
<tr><td></td><td></td></tr>
</table>
</td>
</tr>
<tr>
<td>2.3 Show interest in others.</td>
<td>Describe ways to help a classmate who may be sick or may feel left out.

Describe ways to relate to children who are disabled.</td>
<td>Some examples to suggest are:

. make a get-well card for a classmate who is ill
. invite a classmate to play
. construct a puzzle with a friend
. share thoughts and feelings</td>
</tr>
</table>

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess personal characteristics.		See Teaching Aids for worksheets, "Identification Card" and "My Special Qualities."
3.2 Know the importance of handling the expression of emotion appropriately.	Discuss the consequences of handling emotions inappropriately.	Emphasize that handling emotions inappropriately does not enhance self-concept and may lead to feelings of frustration, guilt and depression.
3.3 Initiate and demonstrate a responsible social-emotional health behavior.	Choose a positive health behavior that promotes harmony at home or at school and practice it.	Encourage children to select behavior that promotes social-emotional well-being at school or at home; for example, taking turns, sharing, encouraging others, enjoying personal success, reducing tattling.
3.4 Propose goals to improve a health behavior.	Discuss the meaning of a goal and give examples of goals that guide children's behavior. Select a behavior you would like to improve and suggest ways to improve it.	Examples of goal statements: . "I will think of pleasant places to visit when I feel sad." . "I will talk to a good friend instead of keeping problems to myself."

physical well-being

PHYSICAL WELL-BEING

SUB-GOAL: To increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		The focus in this unit is to help children understand the major organs of their bodies.
1.0 Body Organs Students should be able to:		
1.1 Know the location, shape and size of major body organs.	Locate major organs of the body. Describe the shape and size of major body organs.	Prepare a lifesized body outline with detachable major organs to help children learn about their bodies. Post it on the wall and tape major organs on it as each is discussed. See Teaching Aids for a diagram of the location and function of the following: . brain . kidney . heart . liver . stomach . lungs
1.2 Know the structure and function of major body organs.	Match major organs with their specific functions, using a lifesized body outline and major organs.	Duplicate human form outline and major organs for children. See Figure 99, Burt, J. J. and Linda B. Meeks, Toward a Health Lifestyle (Belmont, CA: Wadsworth, 1980).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Trace body outline, reproduce major organs and position organs appropriately.	
	Make major body organ cards and plan game to identify functions of major body organs.	"What's My Name?" Have a child describe a function of the organ and other children guess or hold up appropriate body organ card.
	Cut out pictures of major organs and paste them on a model human form.	
1.3 Appreciate the importance of major body organs.	Name one function of each major body organ.	
	Discuss why each major body organ is considered vital for life.	Review the term "vital."
1.4 Be aware that body organs may malfunction.	Discuss a disorder of a body organ.	Ask: "Have you had a problem involving a major body organ?" Children may identify having had one or more of the following: . stomach ache . headache . pneumonia . influenza . chest cold

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Identify a specific body organ from a posed condition.	Suggest situations describing a body organ and have children identify the key organ portrayed. See Teaching Aids.
2.0 Keeping Fit Students should be able to:		
2.1 Recognize that personal care promotes well-being.	Collect pictures of good and/or bad health habits and identify the organ influenced by the habits.	Have children identify habits and match to body organs: . Overeating - heart . Stress - brain . Smoking - lungs, heart, brain
	Discuss ways to keep body organs healthy.	Examples include: . avoid habit-forming substances . exercise 3-5 times a week . develop physical skills . eat balanced meals regularly . have regular habits of elimination . avoid emotional stress . find time to rest, relax and sleep . have resistance to disease and disorders through immunization . drink plenty of fluids . have regular checkups (dental and medical) . cleanse body regularly . have normal weight and height

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.2 Investigate growth patterns of children.	Measure height and weight and compare results to classmates of the same age.	Note differences between height and weight of boys and girls of the same age. See Teaching Aids for norms of height and weight. Compare height and weight of children at different times of the year with children of other grades.
	Measure length of various parts of the body and compare class graphs with graphs of an older class.	Have children measure children of other ages, noting changing body proportions of body parts (legs, arms, trunk, head, hands, feet). Tabulate class results using bar graphs.
2.3 Know that nutrition and exercise are important for growth.	Discuss factors which contribute to body growth.	Explain that food, exercise, fresh air and relaxation contribute to growth and well-being. Explain that each major organ of the body has a special job to do. Ask: . Why is food needed by the body organs? (growth and energy) . What will happen if an organ is overworked? underfed? . How can you help keep your body in its best shape?

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.4 Demonstrate activities that promote physical well-being and fitness.	Practice a variety of fitness tasks and identify body parts associated with exercises.	Help children distinguish between the types of activities. Explain that stretch activities pull the muscles slowly. Strength activities exercise the muscles against a resistance, and heart and lung exercises are whole-body activities that make the heart work harder. The teacher should challenge the children with tasks such as: . "Show me a movement that stretches your muscles." . "Can you move to strengthen your muscles?" . "Move your body so that your heart and lungs work harder." Include locomotor (traveling) and non-locomotor (in place) tasks.
	Discuss and practice types of activities that promote heart-lung performance, flexibility and strength.	
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess personal physical fitness of the body.	Rate personal physical fitness level.	See Teaching Aids for worksheet "How Well Am I." Make copies of the resource sheet.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Adapted from: Sorochan, W. D. and Bender, S. J., Teaching Elementary Health Science, 2nd ed. (Don Mills, ON: Addison-Wesley, 1979), pp. 281-283.
3.2 Describe the importance of taking care of major body organs.	Discuss reasons to practice regular care of the body organs and the consequences of not caring for the body.	Stress that health practices conserve body organs and increase life, help one grow, feel full of energy and be fit.
3.3 Identify ways to promote and maintain optimal physical well-being.	Discuss goals that promote physical well-being.	Review objective 2.1. Help the children formulate daily or regular goals or ways to promote optimal well-being and body organ[illegible]ness. A goal statement might be: . "I will exercise my heart and lungs by biking and skipping daily." . "I will get ten(+) hours of sleep at night." . "I will eat good foods from all four food groups."
	View paired health habit pictures and choose the best living habits.	Sorochan, W. D. and S. J. Bender, Teaching Elementary Health Science, 2nd ed. (Don Mills, ON: Addison-Wesley, 1979), pp. 285-286.

nutrition

NUTRITION

SUB-GOAL: To develop proficiency in making food choices that maintain and promote well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Teachers are encouraged to use one or more of the following suggestions to increase their background in nutrition: . Health Education Methods for Elementary Teachers: Background Reading (Nutrition section) available from Department of Education Library . Attend an in-service: Big Ideas/Food for Thought K-3, sponsored by Manitoba Milk Producers' Marketing Board and the Department of Health . Canada's Food Guide Handbook 1982. Health and Welfare Canada, Home Economics Directorate, Health Promotion Branch, Department of Health, 880 Portage Avenue, Winnipeg
1.0 Food Students should be able to:		
1.1 Recognize a variety of fat-rich foods.	Collect a variety of dairy products and distinguish between fat-rich and low-fat products, using a fat test.	Have children rub or pour a small sample of a fatty dairy product on non-waxed brown paper. Allow to dry and observe for a grease stain. Fat-rich products: . whipping cream, butter, cereal cream, all cheeses, sour cream, ice cream

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Low-fat products: . skim milk, 2% milk, low fat cheese, buttermilk, yogurt
	Observe a demonstration of cooking bacon; weigh bacon before and after cooking.	Explain that some foods contain visible fat (marbled fat, layers of fat) while others have hidden fats (fried foods, processed meats, high-fat milk products). Encourage children to choose foods that are low in fats so as to reduce cardiovascular risk.
2.0 <u>Food Classification</u> Students should be able to:		
2.1 Classify foods into the four food groups.	Classify food models, using colored flash cards.	Make sets of food flash cards that are color-coded to Canada's Food Guide for the class: Blue - milk and milk products Red - meat, fish, poultry and alternates Green - fruits and vegetables Orange - breads and cereals Show food models and have children hold up corresponding flash card for each food model shown.
	Classify combination foods as to representative food groups, using colored flash cards.	Find pictures of combination foods, such as macaroni and cheese, pizza, baked beans, egg sandwich.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Play "Four of a Kind" card game, using food cards.	Resource: Big Ideas K-3 (Manitoba Milk Producers' Marketing Board), Selection: Four of a Kind" game. Using playing cards, have children select four of a kind to represent one food group.
2.2 Recognize the importance of food groups to well-being.	Discuss the functions of each food group.	For example: . Meat Group - growth and repair of tissue . Fruits and Vegetables - clean, healthy skin, healthy eyes, absence of disease, regulation of health . Breads and Cereals - energy . Milk Group - body growth, development of teeth, maintenance of strong bones and teeth
	Make a mobile showing relation of each food group to food function.	See Teaching Aids for ideas on constructing mobiles. Big Ideas K-3 (Manitoba Milk Producers' Marketing Board), Function: Mobiles.
3.0 Food Selection Students should be able to:		
3.1 Select foods from the four food groups to make a balanced meal.	Select a balanced meal from a menu and calculate the cost.	Prepare or provide a menu. Vary the cost for food items. Explain that a balanced lunch or supper consists of food items from four food groups. A breakfast should contain food items from three food groups.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Make a balanced meal puzzle.	See Teaching Aids for "Cafeteria Game" and puzzle. From Food for Thought, Grades 4-6 (Department of Health), pp. 91-96.
	Play "Food Rummy" and collect a balanced meal hand to win.	Big Ideas K-3 (Manitoba Milk Producers' Marketing Board), Selection: "Yummy Rummy" Food Playing Cards.
		Discuss with the class the importance of eating balanced meals. Explain that selecting foods from the four food groups will provide nutrients that are necessary for health. Missing certain food groups affects the health of the individual, making him/her feel tired, irritable or unable to concentrate for long.
3.2 Describe components of a balanced breakfast.	Record and classify all foods eaten for two or more breakfasts.	Define a good breakfast as one that has one serving from at least three of the four food groups.
		Make a class list of nutritious breakfast food items.
		Big Ideas K-3 (Manitoba Milk Producers' Marketing Board), Selection: Food Recall Worksheet.
	Plan two or more balanced breakfasts that you would like to eat.	Encourage children to try out their designed breakfasts at home or school.
		Explain that cereals should be high in fiber and low in sugar (sucrose, dextrose, glucose, fructose, molasses, syrup, honey).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
4.0 Food Appreciation Students should be able to:		
4.1 Identify factors that influence food choices.	Discuss several factors that influence selection of foods.	Prepare a food in class; for example, mashed potatoes. Color one-half the recipe green. Discuss how color of food influences perception of the food. Discuss how an in-package giveaway (a whistle inside a cereal box) influences one to purchase that product. Other factors might be TV advertising, packaging, taste, mood, family habits.
	Discuss similar foods found in different cultures.	
5.0 Promoting Positive Lifestyle Practices Students should be able to:		
5.1 Assess personal eating patterns.	Record and evaluate foods eaten at one or more meals.	Big Ideas K-3 (Manitoba Milk Producers' Marketing Board), Selection: Breakfast Worksheet
5.2 Discuss the importance of nutrition to health.	Discuss the consequences of missing a meal or not meeting Canada's Food Guide requirements.	Discuss with class the effects of missing a meal or recommended servings from Canada's Food Guide. See grade two, objective 3.0. Review with children the importance of eating from each food group.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Relate the function of each food group to total health.	
5.3 Propose nutrition goals to promote health.	Discuss goals for improving nutrition.	Brainstorm for general nutrition goals and discuss each. Have children write goal statements. . "I will eat breakfast daily." . "I will select low-sugar snacks." . "I will eat a variety of foods from each food group."
	Write two or more personal goals to improve nutrition habits.	For example: . "I will choose a whole-grain cereal with little or no sugar."

dental health

DENTAL HEALTH

SUB-GOAL: To develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Structure and Function Students should be able to:		
1.1 Recognize the eruption sequence of teeth.	Count missing and newly erupted teeth of a classmate, and find the class average of missing and newly erupted teeth.	The eruption sequence is illustrated in: "The Teeth of a Six-Seven Year-Old Child," Illustration #2, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
	Survey a lower and higher classroom to determine the average of missing teeth, newly erupted teeth, and the number of teeth.	A survey of grades one and five would provide data on patterns of eruption.
1.2 Discuss the importance of the primary teeth.	Role play what happens if primary teeth are prematurely lost.	Explain that primary teeth assist in the alignment of permanent teeth. Premature loss of primary teeth may result in crowding. Select children to represent molars, bicuspids, cuspids and incisors. Have children stand in an arch to represent the teeth as aligned in the mouth. Have two children pretend to be loose teeth (they fall out of the arch); the adjacent children will lean to fill in the gap.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.3 Identify the structure and related function of a tooth.	Label a diagram of a tooth, and record a function for each structure.	See: "The Structure of a Tooth," Illustration #17, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981). Main structures are: . crown _____ . root _____ . enamel _____ . dentin _____ . pulp (nerve, blood vessel) _____
1.4 Identify the major types of teeth and their functions.	State the functions of the four major types of teeth.	Incisors - front teeth (used for biting) Cuspids - next to incisors (used for tearing) Bicuspids - behind cuspids (used for grinding) Molars - back teeth (used for grinding) Make a set of tooth models to illustrate sequence and number.
	Find the total number of teeth, representative of the four major groups of teeth with their respective structures and functions.	See: "The Permanent Teeth," Illustration #16; "Comparing the Function of Teeth with Machines," Illustration #18, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Environmental Factors Students should be able to:		
2.1 Understand the role of food in tooth decay.	Collect pictures or wrappers of junk foods that contribute to dental decay.	Have the children make a collage of these pictures or wrappers.
	Observe a series of diagrams illustrating the process of decay and discuss consequences of each step.	Diagrams of the decay process are found in: "The Process of Dental Decay," Illustration #5, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981). Explain that decay begins with the breakdown of the outer layer of the tooth's surface (enamel), then progresses through the dentin to the pulp.
	Write a short story about the relationship of dental decay and dentally poor foods.	See: "Snack Signals," Illustration #6, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981). A booklet could be made by each child, in which he/she can write stories.
2.2 Understand that fluoride makes tooth enamel more resistant to decay.	Explain the importance of fluoride.	Invite a dental health worker to class to discuss how fluoride protects and strengthens teeth. The presentation could introduce simple principles and different types of fluoride therapy.
	Prepare a display of dental products with fluorides and discuss the effect of each product on the teeth.	Show samples of products with fluorides to make the concept more relevant. Discuss washes, tablets, liquids, and pastes.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.3 Recognize dental products that are effective in preventing dental decay.	Bring samples of toothbrushes to class, discuss the characteristics of brushes, and identify the characteristics of an effective toothbrush.	Explain that an effective toothbrush has soft, straight bristles, and a straight handle. Have the children set up a display of brushes and make a mobile of an effective product. "New, Old, and Very Old Toothbrushes," Illustration #9, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
	Collect pictures of various toothpastes, tubes or boxes and select those that are recommended by the Dental Association.	Approval by the Canadian or American Dental Association will be written on the product.
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess dental care practices.	Brush, floss, and disclose teeth to evaluate plaque removal.	Review brushing and flossing skills with the class. See pamphlet: "Brushing and Flossing" (Manitoba Department of Health) for brushing and flossing. Films: "Toothbrushing with Charlie Brown," and "Dental Flossophy with Charlie Brown" (Department of Health Film Library).
	Write a paragraph about personal dental care practices.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.2 Identify the various methods of treatment provided by dental workers.	Describe a trip to the dentist or dental worker, and discuss the different tasks that they performed.	Many children will have visited a dentist. Ask the children to list as many dental tasks as possible. Examples to suggest are: . cleaning and scaling of teeth . applying fluoride . x-raying teeth . checking alignment . checking for cavities . checking for gum disease . repairing decayed and injured teeth . anesthetizing . educating about dental health Ask them to identify which tasks are performed by the dentist (D), dental nurse (DN), dental hygienist (DH), and dental assistant (DA).
	Describe the equipment used by dental workers.	
3.3 Know reasons for improving dental habits.	Discuss the consequences of dental neglect and the importance of receiving regular dental care and supervision.	Examples are: . cost . caries . pain . appearance changes

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.4 Identify community supports to assist in maintaining and improving dental health.	Name persons, services and products that improve and maintain dental care.	This is introduced earlier in objective 1.5. Stress the importance of individual responsibility for daily care. Review examples of approved products, such as recommended fluoride toothpastes, unwaxed dental floss, or a soft toothbrush with straight bristles and handle. Name some local professional persons that assist in education and treatment.
3.5 Propose goals and develop a plan to improve and maintain dental health.	List and discuss goals to improve and/or maintain dental health.	An example of goal statements: . "I will brush my teeth thoroughly at least once a day." Have children make statements about: . flossing daily . selecting dentally safe snacks . brushing after eating sweet or sticky foods . making regular dental visits . keeping permanent teeth for a lifetime Discuss that responsibility for health maintenance is an <u>individual</u> responsibility. It is important to set health care <u>goals</u> for oneself and to establish a plan of action to reach those goals. By following through on the plan of action, one assumes responsibility.
	Choose a dental practice that needs improvement, design a plan of action, and carry it out.	

safety

SAFETY

SUB-GOAL: To practice safety and survival procedures that promote individual and community well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Safety in Environments		Review topics on exiting from burning buildings. See grade two, section 1.0.
Students should be able to:		
1.1 Identify the components of an accident.	Describe an accident involving a fall.	Encourage the children to relate an accident in which they have been involved. Identify the hazard, risks and consequences of each situation. Make a list of possible consequences. Hazard: a potentially dangerous situation, product or object Risk: behavior around a hazard that could lead to harm
	Examine pictures or diagrams of unsafe situations and identify components of a possible accident.	Use the checklist from objective 2.1.
1.2 Propose ways to correct unsafe situations.	Describe safe steps to follow to correct unsafe situations.	For each situation discussed in objective 1.1, encourage the children to state how to alter one of the components, either the hazard or risk, to prevent accidents.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.3 Investigate examples of potential scald and burn accidents in the home, at school, and in the community.	Discuss situations involving scalds and burns.	A "scald" is a burn caused by a hot liquid. With the class, analyze the situations to identify hazards, risks and their consequences. Make a list of possible consequences of scalds and burns. Make a full class list of home scald and burn hazards and have the children discuss prevention measures. Since many accidents occur in the home, encourage children to ask their parents to help them locate scald and burn hazards.
	Examine pictures or diagrams of situations involving scalds and burns.	
1.4 Identify safety behavior to follow to prevent burn accidents.	Discuss safety rules to follow if using matches.	Some examples of safety rules are: . Never light a match unless an adult is present and gives permission. . Close match case before striking the match. . Strike the match away from the body. . Blow out the match before it burns down. . Store matches away from small children. Invite a fireman to speak to the class about burn prevention.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.5 Know correct first-aid procedures if clothes catch on fire.	Explain and demonstrate how to stop, drop and roll to smother clothing that is on fire.	Be sure children understand that they should: . drop on the ground where they are immediately . roll back and forth on the spot that's burning
1.6 Identify correct treatment for scalds and burns.	Role play correct first-aid procedures for burns and scalds.	Burn and scald treatment includes: . cool the burn with tap water or cool compresses . cover with a dry dressing - use no oils, fats or gels . in the event of burns covering a large body area, do not cool; cover the person loosely with a clean sheet and seek medical care immediately
1.7 Know the meaning and importance of medicines.	Discuss the meaning and importance of medicines.	A "medicine" is a drug product that treats, cures, or prevents disease. "Drugs" are any substances that, when taken into the body, can change the way the body or mind works. Functions of medicines include: . treat disease or illness . cure disease or illness . prevent disease or illness . help the body work normally . relieve pain

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.8 Distinguish between prescription and over-the-counter medicines.	Examine a prescription medicine container and an over-the-counter medicine container to note the difference between the labels. List the distinguishing features of a prescription medicine and an over-the-counter medicine.	Explain that the main difference between the prescription medicine and the over-the-counter medicine is that a prescription medicine is written by a medical doctor for an identified person. Brainstorm a list of features of a prescription and over-the-counter medicine and select the main distinguishing feature of each.
1.9 Know safety rules related to the use of medicines.	State ways to use medicines safely.	Some rules for taking medicines include: . Children should take medicines only on the advice of a doctor and in the presence of a responsible adult person. . Medicines should never be shared with others, not even a small taste. . All medicines should be taken only as directed. Other safety precautions to stress are: . Do not take outdated drugs. . Store drugs in locked cupboards. . Keep medicines out of reach of small children. . Keep labels and directions for use on all medicines. . Flush expired drugs down the toilet. Invite a pharmacist to class to discuss safety rules related to use of medicines.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Be sure to clean thoroughly any container brought to the classroom.
1.10 Know the consequences of inhaling vapors from dangerous chemical products.	Examine empty containers of common chemical products that give off dangerous vapors.	Any substances unsafe to inhale include: . airplane glue . nail polish remover . cleaning fluids (oven cleaner, spot removers, turpentine) . lighter fluid, gasoline . contact cement Encourage the children to: . locate presence of warning signs or symbols . read precautions about safe use of the product . note consequences of misuse of the product (irritation to skin, eyes, damage to lungs, buzzing in ears, dizziness, sleepiness, light-headedness, death) . locate treatment procedures in the event of an accident
	Do a home "dangerous product search" and affix an appropriate dangerous label to three household products.	Prepare and explain worksheets in Teaching Aids. Review the symbols denoting explosive, flammable, poison, corrosive and the sign of danger.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Promoting Positive Lifestyle Practices Students should be able to:		
2.1 Assess safety practices at home, school or in the community.	Design a safety checklist to record behavior around potential sources of burns and scalds, hazards, medicines, dangerous chemicals, riding in vehicles.	This activity can be used as an introduction to this unit.
2.2 Understand the importance of correcting unsafe behavior.	Given case studies, suggest unsafe behavior and consequences if uncorrected.	See Teaching Aids for case studies. Example: A boy burns his hand on a barbecue. His friend tells him to rub butter on his hand.
2.3 Propose goal statements to promote a safe lifestyle.	Suggest or write safety goals to promote and maintain health.	Brainstorm for a list of safety behavior. Examples are: . "I will build a model in a well-ventilated room." . "I will not play with matches."
2.4 Propose a plan of action to correct an unsafe behavior.	Select a behavior that needs improvement, discuss ways to improve it, and put the plan into action.	Have children use the following procedure: . Select a problem behavior. . Propose appropriate goal statements and verify. . Record safety practices for a period of time. . Evaluate.

environmental health

ENVIRONMENTAL HEALTH

SUB-GOAL: To understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Environmental Factors Students should be able to:		
1.1 Identify the nature and scope of pollution.	Define the term, "pollution," and give examples of where types and sources of pollutants are found.	Explain that pollution is the presence of substances in the environment that are capable of harming it. Living things are affected by solid, liquid and gaseous waste products generated by municipal and industrial sources. Pollutants originate from many sources, such as mills, factories, planes, cars and natural sources. Examples are: Air: gases, mists, dust, clouds, fog Soil: chemicals, weeds, litter Water: weeds, garbage, solids, bacteria, litter
	Discuss the dangers of pollutants to living things and the importance of a clean environment.	Discuss the dangers of pollution and propose ways to minimize exposure. Local examples could be examined; e.g., mercury and lead poisoning, acid rain, train spills.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.2 Know location and types of litter.	Collect litter from places in the schoolyard, and classify it.	Encourage children to suggest the pros and cons of reducing (reusing, recycling, or rejecting) litter.
	Map places in the schoolyard where litter is found.	Suggest that trash receptacles could be placed in appropriate places.
		Emphasize that litter is a form of pollution.
		Litter: objects that have been left in a place by people who no longer have use for or value these materials
		One way to classify litter might be: . paper . food . glass . tin . other
2.0 Disease Prevention Students should be able to:		
2.1 Recognize common childhood diseases and their effects.	List a variety of kinds of common childhood diseases and discuss how they affect an individual.	
	Role play, mime or describe the onset of illness common to a variety of childhood diseases.	Encourage children to describe body feelings when ill. Examples are: stomach ache, headache, runny nose, tiredness, chills and fever, lack of appetite.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.2 Know responsible behavior when ill.	Discuss and role play a child reporting early signals of illnes to a responsible adult.	Stress that children should report early signs of illness to a responsible adult (teacher, parent) and comply with their directions.
2.3 Know ways to prevent illness and the spread of disease.	Make a class list of habits that promote health and prevent disease and discuss how each prevents the spread of disease.	Children should understand that illness can result from accidents, poor health habits, and environmental factors.
	Prepare a personal chart to record positive behavior that prevents disease.	Display a list of positive health and hygiene habits and design a health promotion record. Encourage children to record habits.
	Discuss how to clean and dress a minor cut or wound.	Discuss the reasons for appropriate cleaning and dressing a minor cut or wound. Demonstrate how to clean and dress a minor cut or wound appropriately.
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Identify individuals that promote environmental health.	List community health workers and describe their roles in health promotion.	Brainstorm a list of community health workers. Stress that every child is also responsible for community health promotion.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.2 Recognize the importance of promoting personal and environmental health.	Discuss how personal and community health practices affect well-being. Discuss the consequences of ignoring or practicing poor health practices.	
3.3 Propose goals to improve personal health practices.	Prepare goal statements that promote positive health behavior.	Encourage children to state and/or write goals such as: . "I will report signals of illness to a responsible adult." . "I will dispose of drink cans in a litter barrel."
3.4 Propose a plan of action to improve personal and/or environmental health and carry it out.	Select one hygiene habit that you would like to improve. Design a plan for improvement and carry it out. Select an environmental health behavior that you would like to improve. Design a plan for improvement and carry it out.	Encourage each child to select a habit he/she would like to improve. Have each child discuss and record the steps necessary to make desired improvements. Keep a progress record for a period of time. Evaluate. Examples of an anti-litter strategy might be: . Design a poster to reduce or prevent littering. . Go on a collecting bee and pick up litter. . Interview people in the neighborhood about what they do with their litter. . Develop anti-litter by-laws for the class . Devise an anti-litter or pollution sign and post in the schoolyard.